



Spirituality Policy **Nettleham Church of England Aided Junior School**



For all of us at Nettleham Church of England Aided Junior School the teaching, learning, attitudes and wellbeing of all our children are important. As a Christian school we believe that everyone should feel wonderful, amazing, loved, valued and unique, because God made us that way. We encourage all our children to achieve the highest possible standards and develop their skills to become lifelong learners.

“I HAVE COME IN ORDER THAT YOU MIGHT HAVE LIFE – LIFE IN ALL ITS FULLNESS”

John 10 v 10

Spirituality is the heart beat of our school. It is how we understand ourselves and our place in the world: recognising strengths, weaknesses and having confidence to challenge ourselves. We care for the local and global community and our Christian values underpin our learning and encourage children to ask ‘big questions’. We nurture everyone to reach their full potential as God intends, mind, body and soul.

After hearing from all children and staff in our school community, we have defined spirituality as:

“Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something ‘bigger’ outside of ourselves.”

When talking to children about spirituality we will often refer to:

- A sense of awe and wonder
- Care for nature and living things
- Wanting to love and to be loved by people
- Allowing time to be quiet and reflect

Aims

At our school the children’s spiritual development is fostered through all aspects of our provision. It is about the relationships and the values that we consider to be important, as well as the development of knowledge, concepts, skills and attitudes. We give children opportunities to:

- Express personal beliefs and compare views with others, sharing feelings and opinions through discussions and stories.
- Begin to develop their own system of beliefs which may or may not include religious beliefs.
- Experience a love of learning through rewarding their enthusiasm and by encouraging exploratory play, creativity and learning.
- Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or human achievement.
- Reflect on the situations of others through role play, stories.

We aim to develop in each child:

- A sense of self-worth stemming from the recognition that they are created in the image of God.
- A sense of being in relationship with others and a growing understanding of what it means to belong to a community.
- An involvement with others in the wider world and an appreciation of difference and diversity.
- A response to the distinctive ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.
- A willingness to explore Christian beliefs and values through a knowledge of Bible stories and Christian teaching so that these might become a firm foundation for life.
- The ability to reflect upon experiences of awe, compassion, beauty etc.
- The ability to realize that experiences of disappointment, failure and loss can be occasions for spiritual growth and development
- A capacity to value the natural world and a commitment to care for creation
- A willingness to explore the ultimate questions and mysteries of life.

Teaching Opportunities and Strategies

Spiritual development is not about becoming, more spiritual, it is about realising or becoming more and more aware of one's natural, innate spirituality. This is sometimes a slow and gradual process, at other times there might be significant stages of realisation, which are part of the ongoing 'developing' process. People don't reach a finished state of spiritual development, but participate in the ongoing process of spiritual realisation. Liz Mills, from The Stapleford Centre, a Christian charity fostering Christian engagement in education, has identified 3 ways that schools can provide opportunities for spiritual development which here at Nettleham Church of England Aided Junior School we try to find opportunities within the curriculum and the life of our school to incorporate:

- **WINDOWS:** giving children opportunities to become aware of the world in new ways; to wonder about life's 'Wow!'s (things that are amazing) and 'Oh!'s (things that bring us up short). In this children are learning about life in all its fullness.
- **MIRRORS:** giving children opportunities to reflect on their experiences; to meditate on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.
- **DOORS:** giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.

Monitoring and evaluation

Monitoring and Evaluation Opportunities offered to children for Spiritual Development will be monitored and evaluated in the following ways:

- Monitoring of teaching and learning by subject leaders/SLT/headteacher/governors.
- Audit of policies and schemes of work.
- Regular discussion at staff and governor meetings.
- Sharing of classroom work and practice.
- Evidence from pupils' work, e.g. big questions.

School Development

As a school we are continuously exploring ways that we can further develop our work in all areas of school life especially our nurturing and developing of our spirituality. Pupils and staff have had the opportunity to explore ways we can further add to what we already do. As a result of our research and pupil and staff voice work we have decided on a few ways that we can further develop this sense of our sense of awe and wonder, our care for nature and living things, our wanting to love and to be loved by people and creating time to be quiet and reflect.

- Making a greater use of our outdoor space for teaching and learning
- Creating a greater space for quiet, reflection and prayer
- Ensuring the wellbeing of all our school community is a priority
- Having a greater whole school approach on taking care of our school environment and beyond

What is the Role of the School Community?

All members of the school community have a responsibility for helping to nurture children's spiritual development.

School staff can do this through:

- Establishing and maintaining a partnership between pupils, parents and staff; recognising and respecting the faith background of the children and their families;
- Taking part in, and supporting, collective acts of worship;
- Being good role models in their conduct towards other members of the community;
- Promoting an attitude of respect for other people and for others' views;
- Nurturing consideration for and generosity towards others.
- Drawing on the experiences of pupils and their families during religious education lessons and beyond;
- Recognising and being constantly aware of the needs and backgrounds of each individual pupil;
- Being willing to develop their own knowledge and understanding of the Christian faith and the faiths of others;
- Having a positive attitude to the value of spiritual education.

Pupils can do this through:

- Taking an active part in acts of collective worship;
- Taking part in activities which promote the skills allowing them to engage in examination of and reflection upon religious belief and practice;
- Being considerate to others;
- Being aware of and supporting helping the needs of others within our school community and beyond;
- Taking an active part in developing our own wellbeing;
- Respecting the views and beliefs of others.

Parents can help through:

- Adopting a positive attitude to the value of spiritual education;
- Supporting the school's Christian ethos and acts of community worship such as assemblies and church services, engaging in opportunities provide to support the wider world community;
- Respecting the views and beliefs of others.

APPENDIX ONE (ALWAYS BEING UPDATED)

As a school community (all staff and pupils) we took some time explore areas within our curriculum we provide opportunities to develop spirituality here is a flavour of some of what we do:

Aspects of Spirituality	School opportunities
<p>A sense of the mystery of life:</p>	<p>RE – Understanding Christianity (Christmas story), Year 3 Christmas production, Science – Skeletons and Muscles RHE – all aspects, RE – particularly work around reasons for going on pilgrimages and the summer term focus on ‘our Wonderful World,’ Assemblies, Geography – work around our world in terms of physical wonder (mountains and volcanoes) and the beauty and awe inspiring features, History (Romans) discussion and study of cultures who were closer to nature than us and who explained the world through stories, English – stories and poems English - literacy and poetry, Woodside trip, space, RE – exploring a greater being and how we respond, History – focus on their mysteries e.g. Greek Gods Evolution and inheritance in science, RE Creation and Evolution, English – Animal reports</p>
<p>A sense of choice, decision making and personal responsibility:</p>	<p>RHE , ICT – Online safety, Lockers – personal belongings, PE – all aspects Discussion around the environment and our actions following on from trip to EFW site in Hykeham, RHE – choices in our behaviour and how they affect our community and our own self-worth, PE – choosing working partners, including people, listening to ideas, working as a team Independence, Ethos of the year group, RHE and Inside Out work, Behavioural choices and responsibilities RHE, Online safety, Young leaders, Year 6 responsibilities, Kingswood, DT, Christmas and Summer Fayre projects, PE</p>
<p>A sense of awe and wonder:</p>	<p>Classroom and school at Christmas, RE – Christmas story, Certificate Assembly, Children sharing achievements in class, History – Stone Age/Bronze Age, Educational visits, science experiments On the field, in the woods (particularly on a summer’s day), RE – the wonders of the world (both the famous ones and their personal choices Science – understanding our world, Maths – how? Sense of awe and wonder in numbers, Our teaching attitude Rainforest, Geography – South America, RE – Creation, History - Egyptians</p>
<p>A sense of awareness of there being something more to life than meets the eye:</p>	<p>RE – Understanding Christianity/Trinity, Poetry – Magic Box, Science – Nutrition /Skeletons and muscles RE – all areas, RHE, Class stories Science, Literacy/poetry, RE English – Flashback stories and The Piano, RE – God – How can God be wholly Holy and Wholly Loving?, Puberty</p>

<p>A sense of love for the outside:</p>	<p>Playground and field, PE Orienteering, Break times, Science – How to grow plants well, Lessons held outside/Outside classroom PE – the sense of running around in the fresh air, RE – wonderful world (lots of lessons taking place outside), Playtimes – the joy of running around with friends, Art – sketching outside Outside PE-enjoying the surroundings, Poetry – lay in the grass and look at the sky, RHS – Science/nature PE – Orienteering, Kingswood, South American Study, Break time, Gardening - Polytunnel</p>
<p>A sense of pattern, sequence and order:</p>	<p>Maths, History – Chronological order/Prehistory, RE – Christmas story/ Easter Story Maths – spotting patterns in tables and numbers in general, Art – looking at patterns in nature Maths and appreciation of number patterns, Art through history, Science and maths Maths, RE – Creation, Science – evolution, History – Leisure and Entertainment through the ages, Hieroglyphs - Egyptians</p>
<p>A sense of enquiry and open mindedness:</p>	<p>Science – Skeletons and Muscles, English, RE – Questions and discussion RE – exploring religions/culture and appreciating differing views and ideas, RHE – discussion and work around recognising other people’s feelings/views and also recognising their own emotional needs, Guided reading/class story – looking at character’s behaviour/reactions and understanding that different people live in different ways RE – what do you think?, RHE –encourage to ask questions to think more deeply, Science, Wah Pree Say – how would you feel?, Paralympics (do this in PE) – appreciation of achievements Science – evolution and science investigations, light and electricity English – balanced arguments/debates</p>
<p>A sense of life’s joys and achievements:</p>	<p>Certificate Assembly, Talking in class about children’s achievements, Year 3 Christmas production, Rewards given by Class teachers Assemblies – celebrating children’s achievements, Sharing work and celebrating talents Celebrate birthdays, Celebrate medals, achievements, Our attitude in teaching – don’t pigeon hole children/limit them, Offering challenges, Give them opportunities to challenge themselves Certificate assembly, Leavers assembly and show, Merits and Rewards, Encouraging others with their achievements and courage in all aspects of school life</p>
<p>A sense of disappointment and failure, suffering and pain:</p>	<p>RE – Easter story, Children not getting a certificate, PE – Team not winning, Class story RHE – exploring people’s emotions and our own, Looking at character’s experiences in stories (Cliffhanger/ There’s a Boy in the Girls’ Bathroom), Learning how to comfort and share people’s pain when sad things happen to classmates Discussions in all areas including break times, Learning pit and growth mindset, Lots in RHE, Remembrance poetry Leisure and entertainment – pre 1950, English – The Piano, Art – Famous artists of 20th Century</p>

A sense of others as feeling, thinking people:	<p>Collective worship, RHE, Children listening to each other in class answering questions All classroom work/discussion, Group work in PE, Discussions in RE/RHE Ethos of Year 5, behaviour, Awareness of behaviours/how we treat each other, History – how societies treated each other e.g. slave trade/ancient Greek Culture Collective Worship, RHE, Collaborative partnerships, Kingswood</p>
A sense of empathy with others:	<p>Christmas cards for hospital patients, RHE, Foodbank Friday, Collective Worship Discussions in English (book related), RHE and RE (community) Talk about our differences & how they should be celebrated how we can get along with each other Dementia Choir & Christmas cards for hospital patients, Care packages, RHE – Rubbish dump orchestra, First Aid</p>
A sense of silence and reflection:	<p>Lunchtime Grace, Collective Worship, Listening to music in class, Sitting in the quiet areas at break time, PE – How can we improve Assembly, The field Stopwatch silence, Silent walk, Quiet spaces during break, Assembly Chrismos, Collective Worship, Lunch prayer, Self-evaluation – PE and English</p>
A sense of self-worth and the worth of others:	<p>Certificate Assembly, Music – Appraising musicians, Achievements in class/clubs RHE – all work Celebrate achievements, Displays, Scribbles, Certificates Positive affirmation – RHE, Art appreciation, Certificates, Staff well-being focus</p>
A sense of self-confidence in expressing inner thoughts:	<p>RE – Beliefs, RHE – Let Love In, Guided reading groups, Class discussions All subjects but especially RE, RHE and English RE discussions, RHE discussions, Teacher/adults being vulnerable and encouraging trust Grateful jars, Whole class reading, Class discussion, SH pastoral sessions, Performance poetry</p>
A sense of the joy in life:	<p>Break times, Playing with friends, Discovering new things in class, Talking about themselves RHE, RE, PE ,English, Celebration of work, Celebration of children’s other achievements/birthdays etc, Playground games and conversation Attitudes in the classroom modelled by teacher/adults School environment</p>

Key: Year 3, Year 4, Year 5, Year 6

APPENDIX TWO (ALWAYS BEING UPDATED)

Reading is a huge part of our school life. The development of spirituality runs through our programme of group reading and in the texts we choose to share across the school. Texts are chosen that might prove emotionally challenging to read them alone. These books are for discussion and contemplation that children might not undertake alone or without the lead of an adult. We present the children with texts that deal with those less fortunate; living under difficult conditions; dealing with problems that they perhaps have yet to consider or are not on their horizon – we even take children out of their comfort zone into challenging areas socially, emotionally and personally. Below are some of the main texts that we use across the school.

Aspects of Spirituality	School opportunities
A sense of the mystery of life:	A Dog called Homeless – Sarah Lean
A sense of choice, decision making and personal responsibility:	Joey Pigza Swallowed the Key – Jack Gantos There’s a Boy in the Girls’ Bathroom – Louis Sacher
A sense of awe and wonder:	Skellig – David Almond A Dog Called Homeless – Sarah Lean
A sense of awareness of there being something more to life than meets the eye:	The Many World’s of Albie Bright – Christopher Edge Puberty
A sense of love for the outside:	
A sense of pattern, sequence and order:	Someday Angeline – Louis Sacher
A sense of enquiry and open mindedness:	Annie Lumsden, The Girl from the Sea – David Almond
A sense of life’s joys and achievements:	Loser – Jerry Spinelli

A sense of disappointment and failure, suffering and pain:	Scarlet Ibis – Gill Lewis
A sense of others as feeling, thinking people:	Misery Guts – Morris Gleitzman
A sense of empathy with others:	Blabber mouth – Morris Gleitzman
A sense of silence and reflection:	How to Look for a Lost Dog – Ann M. Martin
A sense of self-worth and the worth of others:	
A sense of self-confidence in expressing inner thoughts:	All of the books we read, explore and discuss
A sense of the joy in life:	Loser – Jerry Spinelli

Key: Year 3, Year 4, Year 5, Year 6